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ABSTRACT

Developments leading to the establishment of a committee on distance education for Western Canadian universities are reported in proceedings of meetings, a steering committee report, and a proposal. An invitational meeting was held in April 1981 to consider: the state of the art on the use of electronic communications media, consortia arrangements within and among provinces, provincial mandates for distance education, and possibilities for cooperation/coordination in producing distance delivery courses. The proceedings of this meeting include: information on Telidon for distance education applications; a meeting schedule; information on the University of Calgary's new teleconferencing center; data on radio/television use at Athabasca University, 1974-1981; and summaries of distance education at the Universities of Saskatchewan, British Columbia, Lethbridge, Alberta, and Victoria. Also included are proceedings of a September 1981 meeting that considered a steering committee report concerning the establishment of a distance education consortium. Finally, a May 1982 proposal to establish a Western Canadian Committee on University Distance Education is presented. (SW)

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BACKGROUND

In February 1981, Dr. Sam Smith and I met in Regina to discuss earlier correspondence about the need for a western distance learning system.

Dr. Smith, former President of Athabasca University, an open learning institute, is a consultant at the University of Calgary. He had written Dr. Lloyd Barber, President of the University of Regina, to ask several questions about the operation of the institution, including its interest in distance education. Dr. Barber asked me to reply. In reply, I indicated our interest and suggested the time was ripe for a "state of the art" meeting in Regina on distance education. The idea originated a couple of years ago when Dr. Dwight Thomas was on our staff and we had discussed hosting such a meeting. After Dr. Thomas accepted a position at Athabasca University, I assumed several of his responsibilities at Regina and thus my involvement.

Dr. Smith and I, together with Mr. H. G. Kindred, Dean of University of Regina Extension, spent most of that day in February planning an agenda and naming individuals we might invite from universities throughout Western Canada. If we knew someone we thought would be interested in distance education at a university, we planned to invite them. When we didn't, we planned to invite the Dean or Director of Extension or Continuing Education. We then lunched with President Barber and decided on a "modus operandi". In order for the meeting to receive attention and attendance,

it was necessary to have the Presidents of the Western Universities in tune and supportive.

The Committee of Western Canadian University Presidents (COWCUP) was planning to meet shortly after our February meeting. Dr. Barber suggested that Dr. Smith ask Dr. Wagner to place an item regarding a Regina distance education meeting on the agenda of COWCUP. Dr. Norman Wagner is the Chairman of COWCUP and the President of the University of Calgary. Dr. Barber voluntarily agreed to speak briefly to the COWCUP members and request their support.

Invitations were prepared and sent from my office on February 11, 1981, inviting representatives from all the Universities in Western Canada to meet in Regina on April 8, 1981. The Presidents of each University received a copy of the invitation. (Copy attached, page 7). The agenda topic was Distance Education - Toward Improved Co-operation and Co-ordination in the Extension of Education Programs and Services. The response was most encouraging and only one university, the University of Winnipeg, did not send someone to the first meeting. It came to my attention later that this was not intentional on their part, but was an error in communication.

At the April 8 meeting, we agreed to set up a Steering Committee to consider a consortium. The Steering Committee included Dr. Smith as Chairman; Dr. Ian Mugridge, representing British Columbia universities, Dr. Douglas Shale, representing Alberta universities, Mr. James Carefoot, representing Saskatchewan universities and Dr. Terry Morrison, representing

Manitoba universities. We decided to meet in late April at the Open Learning Institute in Richmond and prepare a position paper with respect to a Consortium of Western Universities for Distance Education. That committee met on April 29, 1981 and produced one basic recommendation - to establish the Consortium of Western Canadian Universities in order to facilitate the provision of degree programs at a distance. The recommendation included the benefits to participating universities, suggested mechanisms to achieve this goal and set a date for a meeting of the entire Western group on September 28 and 29, 1981 in Regina.

In the meantime, I had the opportunity to travel to Montreal to attend the annual Canadian Association of University Continuing Education (CAUCE) meeting where representatives from Trans-Canada Telephone System were demonstrating teleconferencing. I told them about our emerging "consortium" and asked if they could give us some assistance. They were prepared to do this provided the event included a demonstration project which would adequately illustrate their service. They assisted us with the planning for the September 28 and 29 meeting and arranged a conference call for all of the western university presidents at the end of the meeting on September 29. This provided the opportunity for university presidents to be a part of the development, not necessarily to endorse it, but to be aware of its direction and ultimately its control.

Thus, plans were set for September 28 and 29 meeting in Regina, and all of the western universities were informed. The main item on the agenda was the recommendation of the Steering Committee. The stage was

set for the meeting and all universities were represented, except for the University of Alberta, although they did participate in the conference call. That meeting constructed several broad principles which are outlined and the procedure for getting the "consortium" in operation. Not everyone was pleased with the telephone conference call convening for presidents, since there was a feeling that participation in the call might give undue support to a project they knew little about.

At the September 28 and 29 meeting, the Open Learning Institute agreed to prepare an inventory or resource directory of what was currently available in Western Canada in distance education. Dr. Terry Morrison of the University of Manitoba agreed to receive adjustments to position papers discussed at the meeting. The members of COWCUP were to meet in about three weeks and it was anticipated the "consortium" would be discussed by them. Pending direction from COWCUP, Dr. Glen Farrell of the University of Victoria agreed to host a subsequent meeting in February 1982. The meeting adjourned and the conference call with the presidents was set for 3:30 p.m., at which time Dr. Smith gave a historical perspective of the developments to date and a few questions followed.

Presidents attending the meeting in Regina were pleased with the interest shown by their colleagues in developing distance education and with the general tone of the telephone conference. It was decided further discussion of distance education would be held at a COWCUP meeting in Winnipeg in October. Although nothing formal came out of COWCUP's October meeting, participants in the "consortium" were encouraged to direct whatever energy they could to forming an effective

group to co-operate in providing distance education.

Due to logistics, time constraints and various other concerns, the group met in Richmond hosted by the Open Learning Institute on April 27, 1982 rather than in February.

This meeting provided a forum for a detailed discussion on the terms of reference of a committee as opposed to a consortium. It was agreed all western universities would be asked to send a delegate to the committee. At this time, it appears that all of the western universities have obliged and the work of the committee can commence.

Since I was a party to all developments in the past year, I have summarized the events which I believe are important in the development of the committee:

1. The communication link between Dr. Barber, Professor Carefoot and Dr. Smith.
2. Our ability to obtain space on the agenda of COWCUP at their February 1981 meeting.
3. The turnout from all but one university to our April 8 meeting and the sense of timeliness and importance of this development.
4. The keen support of several university representatives.
5. The conference call at the end of the meeting which immediately briefed the western presidents.
6. The collegial connections made amongst 14 western universities and the principles that have been enunciated.

The meetings have led us to an excellent point from which we can start to construct joint projects. We must demonstrate that universities can work together on such matters.

FOREWORD

A responsibility of a University is to take initiatives and seek directions for the development of ideas and technologies.

This volume, The Birth of a Western Canadian Committee on University Distance Education records the important developments thus far. The persons identified throughout are to be complimented for their vision and their institutions for their support.

Lloyd Barber
President
University of Regina



February 11, 1981

LETTER OF INVITATION

On the basis of some quasi-cerebral activity produced by a mild January, Sam Smith at the University of Calgary and I have concluded that the time is ripe for interested people from the Western Canadian Universities to get together for a short session to share information and ideas about the following ideas:

1. The state of the art with regard to the use of electronic communications media.
2. Consortia arrangements within and among provinces.
3. Provincial mandates for distance education.
4. Possibilities for cooperation and coordination in the production of courses for distance delivery.

This list is not exhaustive. We are aware of committees emerging at Simon Fraser University and at the provincial level in Alberta to address these topics and suggest that it is timely for the universities themselves to get together to share up-dated information on current activities and developments. Discussion about and plans for the future are pertinent.

Will you therefore consider this an invitation to come to a one-day session hosted by the University of Regina on April 8th, 1981.

We consider it essential that the group remain small and thus suggest that each university be represented by no more than two people. We hope that you personally will be able to attend and that you will select an appropriate colleague to accompany you. If that is not possible, we will appreciate your assistance in identifying the representatives from your university.

We suggest that you plan to arrive on the evening of April 7th, when the University Faculty Club will be open for your enjoyment beginning approximately 7:30 p.m. at the Main Campus, College West Building in Room CW 215. Tentatively the arrangements for overnight accommodations have been made at the Hotel Saskatchewan. Kindly contact them directly at (306) 522-8972.

As you will have noted, we have avoided the use of the label, "conference", but prefer, "working group" or "meeting". To ensure that something worth your time and travel emerges, we would ask each participant to prepare a one-page summary of activities at their university to be distributed at the outset of the morning session. We would anticipate spending much of the morning in review and elaboration of these materials. We will not be asking each university delegation to read a formal statement and want to retain as much time for discussion as possible. After a brief luncheon, hosted by the University of Regina, the afternoon will be devoted to an attempt to identify the issues and problems surrounding cooperation. We would hope to place in motion, plans and prospective policies which may lead us to operative procedures for enhancing distance education. Follow-up is very important.

We envision the session concluding at approximately 4:00 p.m. on April 8th so that members can wend their way home.

We have alerted the Committee of Western Canadian University Presidents to this working session and can report that they consider it a sensible and timely initiative. Our ambitions for the outcome are modest but important. At the very least we will emerge with a current awareness of the state of affairs in the Western Canadian Universities. Ideally, we will also come away with a sharper and more realistic awareness of the issues, problems and challenges that cooperation entails. Obviously, none of us can arrive at this working session prepared to make binding institutional commitments. However, this session might well be the first step toward the generation of policy and agreements that would lead to such arrangements.

Again, we do hope that you will share our sense of the importance of such a gathering and look forward to your positive response to this invitation. Kindly confirm your intention to attend by contacting me before March 15, 1981.

Yours truly,

J. B. Carefoot, Assistant Dean
University Extension

JBC:cm

PROCEEDINGS OF
UNIVERSITY OF REGINA
INVITATIONAL MEETING

DISTANCE EDUCATION - TOWARD IMPROVED
COOPERATION AND COORDINATION IN THE
EXTENSION OF EDUCATION PROGRAMS AND SERVICES

APRIL 8, 1981

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UNIVERSITY EXTENSION INVITATIONAL MEETING OF WESTERN CANADIAN UNIVERSITIES

RE: DISTANCE EDUCATION

April 7 & 8, 1981

I. INTRODUCTION

President Lloyd Barber, University of Regina, stressed the great possibilities of interprovincial cooperation in distance education and expressed the hope that this meeting would result in concrete action. Chairman, Herb Kindred, Dean of University of Regina Extension, clarified the issue to be discussed: as all distance education development hinges upon university policy and financing, can we hasten implementation of distance education by sharing both information and resources?

Participants then were invited to describe the distance education efforts of each of the universities represented. Written summaries were provided by: Barry Ellis, University of Calgary; Doug Shale, Athabasca University; Chuck McCleary, University of Lethbridge; Jim Shaw, University of Alberta; Ron Jeffels, Open Learning Institute, B.C.; Glen Farrell, University of Victoria; Jim Carefoot, University of Regina; Dennis Foth, Simon Fraser University and Audrey Campbell, U.B.C.

Glen Farrell defined distance education as that portion which we deliver primarily through non-face-to-face contact. There are so many names for the process kicking around, there is a problem of public understanding; we may have to agree on a name (Morrison).

As most of the distance education activities of these institutions are outline in the written summaries (see Appendix D), and as the latter part of the meeting produced some concrete resolutions, this report will focus upon the issues raised during the meeting, the course of action proposed by the participants, and the common concerns about the process and progress of distance education.

II. ISSUES

1. Program and course development: the high cost of development is a concern of all the institutions represented and especially of the smaller institutions which lack both staff and facilities. Questions which must be addressed include those of copyright, territory, tradition vs. innovation, and demand from business and industry, as well as inter-university arrangements. There is also a sense of urgency: parallel government investigations are causing some unease and, as Kathleen Forsythe of the Knowledge Network expressed, "None of us is big enough to develop in isolation — we have to be ready to leap in when the satellite is ready."

Concerns about development included: difficulties of decentralized operation and development (Shaw); need for "needs survey" before setting up systems (Shaw); prime interest (of OLI) in career education, technical and vocational studies and basic education, for which there is a limitless demand from business and industry to which they cannot respond quickly enough because of lack of money (Jeffels); need for consortium of Western universities for program development (all); difficulties of getting money for course development although there's lots for hardware (Morrison); and that technology is only as good as the way we use it (Forsythe).

2. Methods of development, production and delivery, including technological change: Mark Sandilands, Lethbridge, offered the following reminder: "The lecture method originated in Padua in the 13th century and we're trying to perpetuate it through audio tapes and other technological means. Visual and print technology is more in keeping with the 20th century." Forsythe stressed the need to be innovative in this field rather than adaptive.

Some of the distance education systems suggested contain elements which may be of interest to all involved:

- A. Cable systems with two-way capacity (limited territory).
- B. Teleconferencing (electronically and logistically difficult; bridges and Darome units don't conform to university specifications and customs regulations make them too costly). A major difficulty lies in training instructors to use the system well: it was suggested that a session on teaching by teleconferencing could be orchestrated via teleconferencing (Ellis). It was also suggested that this group should act on Customs and Ottawa to get new regulations to allow access to equipment (Thomas).
- C. Video-conferencing: Calgary's link rate is based on airfare per hour between city and link area.
- D. Telidon: under investigation by most participants. (See Appendix A for SED Systems Telidon presentation.) Questions raised by Morrison: is Telidon a commercial enterprise or a serious educational tool; and who is to develop the pages? (At Manitoba, they are developed by computer science students.)
- E. Videodisc: We're waiting for the technology to catch up to the software (programming ability) — the cost of making the discs is high (Ellis).
- F. Pylon equipment: Manitoba Tel is urging the use of this (McFarlane). Recommendation of Ashley Blackman, Sask. Communications Secretariat, that it would be unwise to invest in this equipment as it is not an amplified bridge. It was noted that Kellogg Telecommunications and Westcom provide alternate systems to the Darome unit.
- G. Audio cassettes: Shale reported that these used to be a strong component in their system but they didn't provide as much as they should have, so are used less now. He says they are good

for language teaching, but for other courses, the base is print and students still request transcripts: cassettes are useful for a change of pace but not for information. They've tried instructors on tape as well as professional announcers with prepared scripts.

- H. Newspaper courses: problem is lack of faculty interest (McCleary).
- I. Videotape: lack of faculty involvement and orientation led to boredom by participants (McCleary). OLI sponsors some T.V. courses and plans to make substantial use of T.V. for the post-secondary system.
- J. Independent study courses off-campus, with extensive use of toll-free telephone lines (Lethbridge).
- K. Traditional off-campus classes.
- L. PLATO: under investigation by most; University of Alberta has plans to administer a PLATO Training Centre (Shaw).
- M. SEMO (Subsidiary Education), operating in conjunction with ACCESS, utilizes the side band signals off air, with receivers in small centres (approximately \$100 each). University of Alberta has toll-free lines in conjunction with this, and uses professionals to feed the programs (Shaw).
- N. Wired classrooms: conservative approach limits their use (Shaw).
- O. Satellite: Victoria and OLI work in cooperation with the Knowledge Network (KNOW), which is a B.C. educational authority set up to: 1) connect all educational institutions; 2) provide a general educational T.V. channel with interactive capability via the ANIK B Satellite; 3) connect all health information systems. KNOW is not a producer, but a carrier and catalyst which fosters "true accessibility" — off-air availability of programs (Forsythe).
- P. "Audiovision" (Forsythe).

3. Means of instruction: this was one of the areas of greatest concern to the participants. Some of the comments cited:

- the problem of working with instructors to train them for the new technology (McFarlane);
- new instructors and one-time-only instructors pose the most difficult problems—more so than long-term instructors (Ellis);
- instructors' skills are lacking in television courses as well as on audio tapes (Shale);
- equipment has been demonstrated to faculty: they don't know how to use it, adjust to it, and they need instruction (McCleary);
- the difficulty of convincing university professors that there is anything to be learned in instructional design (Morrison);
- no one can go into this unprepared: it shows so badly. Insistence upon instructor preparation violates or offends academic freedom, yet instructors must be assisted in order to obtain quality programs. Calgary organizes semi-annual seminars for instructors (Ellis).

These comments and many more point up the need for production advisors and training for instructors. It was also noted that this training may be taken more seriously if distance education courses were re-defined as part of the normal teaching load (Morrison).

4. Provision of services to students: many of the problems under discussion related to student services--access to libraries, contact hours, exam procedures, access to research materials, and academic equivalency for distance education courses.

The library support system at Victoria includes: 1) material for any part of the course; 2) core holdings in the community colleges; 3) information line so that student may call the library, and using the Union Catalogue, order a copy of any material in the catalogue. The turn-around time for requests is four or five days, and the system has found high approval among students (Farrell).

5. Methods of evaluation and research: research reports are available on the motivation of adult learners in distance education programs, and the characteristics of those learners (Shale). For those reports, contact: Dr. Dan Coldeway, REDEAL (Research Evaluation of Distance Education for Adult Learners), Athabasca University. Jeffels (OLI) also has some research material available.

Farrell commented that research is underway at Victoria re: evaluating student reaction to distance learning methods; and the reorientation needed to get students over the initial culture shock.

6. Parallel investigations: it was noted that SFU has set up a committee to advise the University on how to use the new technology: to assess, investigate and report. The committee is made up of three professors and one full-time staff member, and expects to use the services of various consultants (Foth).

The Ministry in Alberta is investigating the use of technology in all educational institutions: policies, aspirations and utilization of distance education. Comment: "the government will decide what will be done" (McCleary).

Further to this comment, Ellis reported that ACCESS sent out a news release stating that it had been asked by the Council of Ministers to hold a meeting to discuss the latest technology in distance education. There is some concern that there is no connection, or "interface" between the investigating group and the institutions. It was suggested that this topic be added to the terms of reference of the "working committee".

7. Management of distance education programs: existing systems and proposed systems included:

- OLI (Jeffels): they have no faculty. They commission faculty members and experts. There is a course coordinator; the course manual material is processed through printers,

graphic artists, editors, etc., and then matched with AV materials for the student package. Students are matched with course tutors.

- Manitoba (Morrison): they are one month away from launching an external degree, which has led them to do away with the limitations on the number of correspondence courses allowed. They are also planning to develop a master's degree via distance education for the armed forces.
- Alberta (Shale): suggested that Athabasca provide the expertise in delivery, and the University the academic expertise.
- SFU (Farrell): is developing a learning package for distance learners. They have a distance learning resource group, including staff with expertise in the technology, to: 1) manage the planning process in the institution, set priorities (there are too many requests from faculty) and develop criteria; 2) provide consultation on curriculum design for each course; (the faculty can't "do their own thing"); and 3) undertake evaluation or applied research and get the faculty involved in this process. They have evidence of no loss of quality in distance education.

8. Marketing: there is a concern that external degrees could lead to a marketing war across the country (or across the U.S. border), and that this topic should be considered as potentially serious. Part of this concern revolves around union contracts, faculty responsibility and copyright (Morrison).

The smaller universities are concerned about the availability of courses and the conditions under which they can be bought.

III. COURSE OF ACTION

It was suggested that those in attendance strike a small committee, representative of each province, to produce a report about the implementation of a consortium to deal with the above issues (Jeffels). The representatives of OLI offered to "energize" the committee and supply the necessary staff services. There was a strong sense of urgency about the need for organization.

Support for this proposal was widespread and, after some discussion, it was agreed that the committee would be made up of: Ron Jeffels and Ian Mugridge of OLI, Jim Carefoot of the University of Regina, Terry Morrison of the University of Manitoba, Sam Smith of the University of Calgary, and a representative of Athabasca. The committee was asked to report to the individuals present within one month.

The desire of the group is for a network or consortium of post-secondary institutions for the purpose of sharing information and expertise about methods and management of distance education. Because the discussion was lively and a number of suggestions were offered, some details of the discussion have been included:

BARBER: To what extent do the people here have a mandate to proceed, to commit their institutions to this action? It is important that we lead the political process.

SMITH: None of us is likely to have arrived at this meeting with a mandate, but we're prepared to work toward this process.

FARRELL: In program development, we can't commit our faculty. There is also the question about ownership of students: each institution is dependent upon the student body for funding.

ELLIS: The exchange of materials depends upon a common base -- different types of programs might be missing the components needed for external use.

SMITH: There will be difficulties. Can we move seriously into this, or do some of you want to leave with your conservative integrity intact?

BARBER: If we can't pressure governments to pool resources, we'll each spend our limited resources to poor advantage and argue forever about who owns a student and jurisdictional matters. We must have an organization plan for this.

FARRELL: Can Dr. Barber, as a chief executive, prophecy a mandate from each institution to not work in distance education without coming through this central organizing body or consortium?

BARBER: There's more understanding now, a greater sense of urgency because of lack of money, new technology, and the threat from the U.S. We have to address these collectively. The time is right for the four western provinces.

SMITH: What is proposed is a mechanism to consider.

MORRISON: What is proposed is a general structure in which collaboration can be addressed and issues identified. I can commit myself to this process -- the University's commitment will be requested when the report is prepared.

MCCLEARY: There is a need to distill some of this information provincially, because of parallel investigations.

FOTH: What's the end of the sub-committee report -- resolutions, commitment from COWCUP, or what?

JEFFELS: There's no hidden agenda: the purpose is simply to save money, not to get into government mechanisms or make the wheels turn, just practical considerations.

ELLIS: There was a distance education conference in Manitoba four years ago, and nothing came of it. At CAUCE, Ryerson was going to

lead in distance education; there was lots of paperwork but no results. Let's be practical and avoid grandiose ideas.

LOOSE: I have two concerns: how to make information and courses available, and how to get from there to making these a priority in our institutions: 1) What are we trying to do? What do our clients really need? Let's focus our concerns on that, or not bother. 2) What can each institution offer in the way of expertise as well as courses?

SHALE: I'm strongly in favour of a practical exchange, which would be invaluable even if the larger policy issues are left unresolved.

McFARLANE: The committee should have the involvement of a smaller institution which is concerned with buying courses, and about copyright, etc.

SMITH: Let's name a committee, set a date and a chairman.

BARBER: Keep in mind future institutional problems -- the larger policy questions must be addressed.

SHALE: Perhaps it should be a two-tiered committee. With the representation of this group, we can't wait for political policy before addressing other areas of cooperation.

FARRELL: Our concern is to maximize the possibility for something concrete to come out of this. The committee must address four or five areas, including program and course development (the most important), production and design, student services, etc. A five-person steering committee should report in two months:

- a) to identify areas;
- b) to identify what they see as sub-issues, i.e. credit banking, course articulation, program rationalization.
- c) For each area, there should be a working committee to report

on what is immediately possible, what has longer-term implications, and what some of the strategies are for getting at them.

d) Steering committee with someone from each province --
OLI, Athabasca, Carefoot, Morrison and Smith.

JEFFELS: I have reservations about delaying for two months; let's try for one month.

FORSYTHE: It's a practical solution, but we should not get rid of the informal network.

SMITH: Immediate data-sharing and collecting should still take place, even during or despite the work of the committee. OLI has the resources to do this. Will another meeting of this group take place? All of this must touch base with all of us, especially the smaller institutions.

MORRISON: I don't want us to come back together only to name task forces. The steering committee should name the working committees. The presidents' group, COWCUP, should be the one to deal with the political process.

SMITH: There will be a specific proposal in the report as to what the next step is to be.

MORRISON: The invitations to this meeting were personal. At the next meeting, representatives should have institutional approval.

ELLIS: What interface do we have with parallel investigating groups (ACCESS, Council of Ministers, etc.)?

SMITH: That should be added to the terms of reference for the committee. OLI is to be in the leadership role for committee.

ELLIS: There's a difference between the institutions involved in distance education as their total mandate, and the institutions which are just doing it. Representatives of both should be on the committee.

Following some naming of other representatives, the opinion was expressed that there would be too large a "working" group, and it was agreed that the provincial representatives should adequately represent all the institutions.

There was general agreement with the fervent wish expressed by Glen Haas that participants wanted "a feeling from this meeting that we won't have to re-invent the wheel. We all want to learn from those who have."

Report prepared by
Lyn Goldman
A/Head, Fine Arts & Humanities
University of Regina Extension
April 16, 1981

APPENDIX A

SED Systems Presentation of Telidon (Don Peterson)

The essence of Telidon service is this: it is an oriented, interactive medium of world standard; that is, it will be universally available. People will have them in their homes for other reasons -- information, banking and shopping.

The problem is going to be supplying content, and diversion of funds from traditional educational delivery mechanisms.

The "menu search" is, at the moment, a tedious handicap. This will diminish when it is changed to individual word menu searches.

You in the institutions cannot expect to keep up with the changes in technology. Determine the needs of the students. When you have a pilot project, contract with industry to develop the program. When you're prepared to go wider, bring in industry again to advise on buying, leasing, etc. For large, in-house training programs in companies, try to make a profit.

Forums such as this are invaluable in order to keep abreast of the state of the industry. You need the cooperation of a consortium.

(See attached letter from Peterson, received April 13, 1981)

Mr. J.B. Carefoot
Assistant Dean
University Extension
University of Regina
REGINA, Saskatchewan
S4S 0A2

Dear Jim:

RE: TELIDON FOR DISTANCE EDUCATION APPLICATIONS

It was a pleasure to attend the Distance Education meeting in Regina last week. I came away with a good appreciation of the opportunities and problems involved in "linking up" educators and non-campus students.

For the benefit of the attendees, I have summarized my notes about Telidon for distance education.

- 1.0 For these application, the key technology factors are:
 - 1.1 - Telidon is an international standard (CCITT 1980, CSA pending).
 - 1.2 - Telidon is efficient for the creation, storage, and transmission of text and graphics.
 - 1.3 - Telidon can be combined with existing presentation media.
 - 1.4 - Person-to-person Telidon communication is being worked on in research labs.
- 2.0 Key factors for the production and presentation of distance education programs are:
 - 2.1 - Many suppliers will use the standard for display equipment, graphic creation/editing, transmission, and data storage.
 - 2.2 - Existing distance education staff and facilities can adapt to use Telidon as another medium for their messages.
 - 2.3 - Many homes, offices, and classrooms will have Telidon sets.
 - 2.4 - Students can interact with computer data bases and/or instructors and tutors.
- 3.0 The present challenges for distance educators are these:
 - 3.1 - To evaluate the effectiveness of Telidon as a medium.
 - 3.2 - If effective, to establish budgets for using Telidon.

- 3.3 - To train faculty and production staff in its use.
- 4.0 Two realities of the use of Telidon for distance education are:
- 4.1 - The educational content, not the technology, is the true driving force.
- 4.2 - Telidon is standard, but the hardware and software will change as better systems evolve. One cannot wait for the ideal system to arrive.
- 5.0 Telidon is technically feasible now for these applications in distance education:
- creation of text/graphics for use in TV programs.
 - transmission of text/graphics (one way to user) for "two-screen" presentations via TV.
 - transmission of text/graphics via TV on a time-schedule basis (similar to OECA).
 - one-way transmission via FM sub-carrier.
 - encoding of Telidon text/graphic "slides" on two-track audio cassettes.
- 6.0 For distance education institutions wanting to learn about or adopt Telidon for text/graphic applications, the following approach is suggested:
1. Define the needs and possible applications.
 2. Contract for feasibility studies.
 3. Organize for facilities and course production.
 4. Contract for integration of Telidon hardware and software with existing facilities.
 5. Commence operations!

If you require further information, please feel free to write or phone me.

Don Peterson
SED Systems Inc.
Advanced Systems Engineering Group
P.O. Box 1464
SASKATOON, Saskatchewan
S7K 3P7
(306) 664-1789

Regards,

Don Peterson

D.G. Peterson
Advanced Systems Engineering Group

APPENDIX B

DRAFT PROPOSAL FOR STEERING COMMITTEE (Ron Jeffels)

To ensure that participating agencies and institutions share information about:

1. program and course development;
2. methods of development, production and delivery,
including technological changes in various areas;
3. means of instruction;
4. provision of services to students;
5. methods of evaluation (materials, instruction, etc.);
6. systems of registration and counting of students for
budget purposes (within a given jurisdiction);
7. faculty and Senate authority for approving curricula
and guaranteeing standards.

Structure

Manitoba

Alberta

Saskatchewan

British Columbia

OLI volunteers to
organize

-17-

Following the April 8, 1981 meeting, Ron Jeffels added to the list of items for the steering committee to consider:

- a) methods of accommodating to the authority of Boards, Senates and Faculties in course development, curricula, and standards;
- b) the sharing of institutional expertise in distance learning programs;
- c) the clientele to whom DL has special appeal or special application;
- d) methods of sharing, reciprocally, time and money between and among co-operating agencies;
- e) acts of protocol that may be required in evolving co-operative ventures: with senior officers of Ministries, Ministers of Education, Presidents of institutions.

Also to be considered:

- f) the niceties of copyright;
- g) fees for service;
- h) practical methods for preparing and distributing information and materials;
- i) next initiatives;
- j) reports back to the parent group.

The first meeting of the Steering Committee is called for:

Tuesday, April 28
9:00 a.m.
Open Learning Institute
7671 Alderbridge Way
Richmond, B.C.
V6X 1Z9
Ian Mugridge's Office
Telephone: 270-4131

UNIVERSITY OF REGINA

UNIVERSITY EXTENSION INVITATIONAL MEETING OF WESTERN CANADIAN UNIVERSITIES 1981

SUBJECT: Distance Education - Toward Improved Cooperation and Coordination in the Extension of Educational Programs and Services.

APRIL 7: 7:30 - 10:00 p.m. University of Regina Faculty Club, Main Campus, College West Building, Room CW 215.

APRIL 8: General Sessions Herb Kindred, Dean, University of Regina Extension, Chairman. Administration-Humanities Building, Board Room - 5th floor, Main Campus.

9:00 - 9:30 a.m. Coffee and Cinnamon Buns.

9:30 - 12:15 noon Morning Session

- 9:30 - 10:45 a.m.
- Welcome
 - Review of current distance education projects and programs.
 - Review of current experience with electronic communications media - teleconferencing, satellite, slow scan T.V., F.M. radio, etc.
 - Special curriculum and program development relative to distance education.

10:45 - 11:00 a.m. - Coffee

11:00 - 11:45 a.m. - Territorial considerations.

11:45 - 12:15 p.m. - Telidon demonstration.

12:15 - 1:00 p.m. - Lunch, South Lounge - 5th floor, Ad-Hum Building.

1:15 - 4:00 p.m. Afternoon Session

Theme: Identification of issues, problems, and opportunities for cooperation, coordination and sharing.

1:15 - 1:45 p.m. - Faculty motivation - involvement in distance education.

1:45 - 2:15 - Production of materials

- curriculum materials
- library
- video-tapes
- audio-cassettes
- curriculum packages
- slide & film presentations
- handouts
- copyright

2:15 - 2:45 - Student services: distribution and collection of materials, counselling and tutoring, invigilation of exams, collection and return of assignments.

- Systems and facilities: hardware and software.

2:45 - 3:00 Coffee

3:00 - 4:00 p.m. - Consortia Arrangements

- Inter-University
- Educational institutions, health service agencies and institutions, and human services agencies
- inter-agency and inter-institutional arrangements for training and educational needs.
- Follow-up: what next!

- consortium of Western Universities: to promote voluntary sharing of distance education resources!

UNIVERSITY OF REGINA

Distance Education Activities

Meeting April 8, 1981

The University of Regina has been active in traditional off-campus credit class delivery for nearly 15 years. The usual process whereby an instructor travels by car to a classroom in a distant centre continues to be employed. A dozen or more students are needed for such a class to be feasible. The University is currently delivering nearly 200 classes each year in this fashion.

In 1973, a School of Social Work was started and a de-centralized Social Work Education Program was developed in Saskatchewan. With community education centres in La Ronge, Prince Albert and Saskatoon, it became a part of the Saskatchewan community, emphasizing research and professional training for mature students with experience in the human services. The School of Social Work evolved into a Faculty and was complemented by a School of Human Justice, which uses an adult education approach and provides professional training in human justice services, as well as stimulating and providing leadership for research in the field.

The Faculty of Education is actively involved with NORTEP (Northern Teacher Education Program) centred at La Ronge. NORTEP trains native teachers for northern Saskatchewan schools. The Faculty also places interns in schools throughout the province.

More recently, the Saskatchewan Indian Federated College affiliated with the University of Regina and a major portion of its program is offered on Indian Reservations in the province.

As well as the above-mentioned credit programs, traditional non-credit activities and several certificate classes have taken place off-campus. These include a local government correspondence program, a supervisor's program, and community development projects, in addition to a variety of programs relating to community needs. Film series and lecture series have been conducted off-campus. In 1978-79 a writing class was offered via four Saskatchewan daily newspapers.

USES OF TECHNOLOGY

The use of distance education technology at the University of Regina has a ten-year history and is gaining momentum.

Ten years ago, Dr. Ed Klopoushak of the Faculty of Education offered a credit mathematics education class to an off-campus site using V.E.R.B. (video electronic remote blackboard). In 1974, Dr. Bill Muir of the Faculty of Arts offered the "Psychology Today" series in two off-campus sites. The format included monthly visits, packaged materials, and telephone communication.

The Bilingual Centre at the University of Regina, under Dr. Bernard Wilhelm's direction, conducted a project which joined a Saskatchewan community with a Quebec community. With satellite technology, interactive audio and video communication was maintained intermittently between communities.

- 2 -

In February of 1980, Dr. Dwight Thomas, then with the Faculty of Administration, offered Administration 100 to four communities simultaneously via telephone. In the Fall of 1980, Professor Bill Berriman of the Faculty of Arts developed materials for Logic 100, and it was offered at two centres in southeast Saskatchewan. By the winter semester of 1981, two more credit classes were added, using a teleconferencing delivery system. Professor Bryan Austin of the Faculty of Administration is now offering Administration 180 -- Introductory Financial Accounting -- to six centres in Saskatchewan as well as six centres in the Arctic. Dr. Robert McLaren of the Faculty of Administration is offering Administration 341 -- Public Sector Management in Canada -- to Swift Current, travelling and using the telephone on alternate weeks. Dennis Acoose of the Saskatchewan Indian Federated College is offering Administration 100 via teleconferencing to five Reserves in Northern Saskatchewan.

CAUCE WORKING SESSION
RE: DISTANCE EDUCATION
REGINA April 8, 1981

BRANDON UNIVERSITY

Currently no active courses delivered other than by traditional methods of (a) Local Instructors or (b) Sending staff out to distant sites.

We are examining 3 potential areas.

1. Use of a local hard wired cable TV network of 5 communities. The cable has interactive capabilities.
2. Use of a 16 community cable network that will require delivery of video and a two way telephone network.

We are currently field testing Darome and Pylon equipment in addition to Manitoba Telephone System Equipment.

3. Use of purchased correspondence courses and video courses.

We anticipate active field trials of courses in Anthropology and Psychology in the Fall of 1981.

Distance Education at the University of Calgary

- 1) Calgary Educational Television Consortium
 - member for 7 years
 - three credit courses offered
 - more than dozen non-credit programs/course that involve significant ITV component. Current Chairman - Mr. Al Holt.
- 2) Educational Teleconferencing - Faculty of Continuing Education
 - involved since 1979
 - 1979 - 2 course (both non-credit)
 - 1980 - 24 courses (approx. 12 credit courses)
 - 1981 - 82 project 35 courses
 - has 22 centers from Red Deer to Claresholm
 - have Meet-Me Bridge/ Functioning with 3 operators
- 3) Video Conferencing

Faculty of Nursing and AGT Conference link to Edmonton for Graduate-level joint programs with the University of Alberta
- 4) Telidon

University of Calgary library building database on library material and catalog. Library also working with on-line access to information sources for the standard computerized retrieval, ERIC, Loughheed, NICEM, CANOLE, CANSIM etc. Faculty of Environmental Design currently producing Telidon software for course use

Some connecting about to be made between Telidon and teleconferencing adding a graphic component to the system.
- 5) Computer Instruction

Faculty of Education provides remote learners with terminals to access university computer which houses course materials. Currently attached to Education In-Service project.
- 6) Video Disc

Faculty of Education Computer Applications division is currently creating an in-service class for teachers using video discs and micro-processors.

Faculties Involved in Teleconferencing

1. Faculty of Education
Departments of:
 - Educational Administration
 - Educational Curriculum and Instruction
 - Educational Foundations
 - Educational Psychology
 - In-Service
2. Faculty of Social Welfare
3. Department of Religious Studies
4. Faculty of Continuing Education
5. Faculty of Law
6. University of Calgary - French Center

THE UNIVERSITY OF CALGARY'S NEW TELECONFERENCING CENTRE

G. Barry Ellis
Director, Teleconferencing Centre
and
Associate Professor, Faculty of Continuing Education

The University of Calgary, Faculty of Continuing Education has, for the past five years, been actively pursuing alternative electronic methods to deliver courseware to their scattered rural public. This search has borne some fruit in the use of educational/Instructional television and VPI wire newspaper courses. But one technology that offers a lot of promise is the educational telephone conferencing or teleconferencing, as it has become known.

The term teleconferencing is quite misleading, as people not familiar with the system could logically interpret the name to mean television or video conferencing. The medium of television conference is available through Alberta Government Telephones to a few select cities; Toronto, Vancouver, Edmonton, Calgary, to name a few.

The University of Calgary is involved in the creation of a system using audio telephone conferencing strictly as a teaching tool, thus the term educational teleconferencing.

One idea that has received a lot of ink in recent months has been the notion of selecting a media technology for course delivery, that utilizes electronic equipment that is commonly available in every office, home or school. The common components are radio, television (cable or broadcast), calculators and telephone. One group feels that if the calculator were joined to the telephone line with the television this would produce a computer terminal. In theory, this is true, but no calculator can do this without expensive modification which means cost to each user. Secondly, very few of these pads have alphabetic symbols on them which is a basic tool for computers. The University of Calgary system is using only the universal medium of telephone. During the decision making phase of the implementation the following conclusions were made:

1. ease of access to a system depends on equipment that is already available without modification
2. the phone is a ready link to almost any building in the province

3. audio is a good medium provided graphics and carefully planned course material are used.
4. a system must be interactive to overcome traditional correspondence isolation.

Twenty major centres were identified that were located in further education council (FEC's) areas and that had frequently contacted the University of Calgary for courses, seminars or conferences for their areas. Each town was equipped with a convener including four push-to-talk microphones, a phone line/phone (with a telephone jack) and a person representing the University in each town (local program administrator).

The convener is a loudspeaker with some complicated integrated circuit boards that listen into a normal phone line. The phone is used to dial the university. Once connected, the equipment takes over the communication. Each convener has a voice activated switch which changes the unit from transmit to receive and vice-versa. When a student wishes to make a comment and enter into a discussion with the instructor or some other center, the switching device changes the circuitry to transmit. The electronic principle is that the same pair of lines cannot be used for out-going and in-coming calls at the same time.

All the centres are connected together with a computerized mixing bridge at the university. Centres contact the university at the predetermined time of the course to "meet at the bridge". All centers are directly connected to the instructor in a studio and to each other. The course is offered live in the same way as a normal course would be offered in a classroom. Each centre has access to overhead transparencies, slide projectors and VCR.

The instructor may "originate" the class in either studio, from a normal university classroom or from any one of the rural centres.

The computerized bridge is the critical link in the system. While the course is in process it is scanning the active lines to "find" the sound source and amplify the message. Controls allow removal of phone noise and adjustment of levels to modify the quality of the line. Low level or remote lines can be put on "momentary broadcast" to allow all centres to clearly hear interaction from that centre. The computer can also be locked into a broadcast mode at the request of the instructor to remove interruption from participants during a structured presentation phase of a class.

All live sessions are taped (often in duplicate) to record the session and to provide content material to rural participants who missed a session.

Occasionally, a rural phone system in a particular town will go down due to weather or mechanical failure. This is overcome with a catch-up group session using the audio tapes.

Students are usually provided with a structured set of course materials. These are color coded for each "class" session complete with agendas of each session and reference materials. Each credit course requires that the class meet at the university at least once during the course for Library work (on-campus) and face to face instructor interaction. Students also have textbooks and audio visual media items for use during the process of the class.

One of the most interesting uses of the bridge is its capability to break the class into small groups for instructional work with the instructor and then re-convene without disconnecting the phone connections. Suppose that the course included, Claresholm, Banff, Olds, Hanna, Oyen, Brooks, Drumheller, Vulcan, Medicine Hat and Canmore with 92 students. The instructor could place together five sets of two towns each with a specific learning assignment to work on. The instructor/professor would meet with each group electronically by switching from one centre module to another.

Another technical capability is to "bring" a visiting scholar into the course from literally anywhere in the country to give a live presentation to the class at the teachable moment.

Teleconference is not a panacea, but it is a good medium that will serve many topics that have content appropriate to that medium. Obviously one would not like to go to a dentist who learned dentistry skills by teleconferencing.

March 27, 1981

ATHABASCA UNIVERSITY
RADIO AND TELEVISION USE

<u>Television</u>	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81
No. of courses with a television component:	1	1	1	1	8	7	6
Total no. of hours of television programming:	13.5	13.5	13.5	13.5	76.5	63.0	57.0
<u>Radio</u>							
No. of courses with a radio component:	1	1	1	1	1	2	4
Total no. of hours of radio programming:	13.5	13.5	13.5	13.5	12.0	24.0	85.0

Notes: (1) Tapes for some series were housed in learning centres scattered throughout the province, but not in all of them.

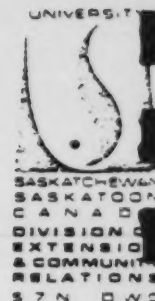
(2) Television programs have at various times been delivered through four general distribution systems: ACCESS Alberta, the provincial educational media corporation, which leases time from commercial stations; PBS, an educational television system in Spokane, Washington which is distributed throughout Alberta by cable television operators; Community Cable channels; and Educational Cable Television Consortia, which exist by CRTC regulations. Athabasca University is also a participant in an experiment whereby several TV series were broadcast to several centres in Alberta through relay via the ANIK B satellite.

(3) In the late Fall of 1980, Athabasca University, using facilities provided by ACCESS, began narrowcasting a series of radio programs via Subsidiary Communications Multiplex Operation (SCMD).

(4) Students are provided with audio-cassette tapes as one component in the set of course materials. Approximately fourteen of the courses currently offered by A.U. have audio tapes in them.

Teleconferencing

Athabasca University has for some time been offering selected courses via Tele-conferencing. The offerings have been regarded as largely experimental and the few courses that have been offered through this delivery mode have been available in certain locations only. The University is looking toward an expansion of this technology over the next year or two.



THE UNIVERSITY OF SASKATCHEWAN

The University of Saskatchewan has been involved in providing off campus learning opportunities from the time it was first organized as a learned institution in 1907. Such activities as the "Better Farming" demonstration trains, the Homemakers' short courses and Canadian Youth Vocational Training Workshops are examples to illustrate the University of Saskatchewan philosophy - "a community concerned University".

Historically, the University of Saskatchewan has been active in all types of non credit programming in all areas of the province. It has been particularly involved in agricultural and homemaking extension and is still involved with the administration of the Saskatchewan Agricultural Societies and the Saskatchewan Women's Institute.

As well, the University has offered a large number of credit programs for those students pursuing a university degree or at least some university classes. Correspondence or independent credit courses are offered in Arts and Science Education and Commerce. As well, several courses are offered in the "off campus" programs throughout Saskatchewan in co-operation with the community college system.

The Hospital Administration Degree program is organized in such a way that enables students from all parts of Canada to complete their first two years of their program by studying in the independent study mode.

Other programs include the Business Administration Program and some course offerings in the Prince Albert Penitentiary.

Many of the professional colleges provide some form of professional or continuing education for their graduates. These include video-tape single concept learning packages in veterinary medicine, home study programmed learning modules in pharmacy, dial access in medicine, to mention a few.

To summarize the University of Saskatchewan involvement in distance education, it would have to be stated that the institution has a long history of involvement and commitment. Unfortunately, it has made only slight use of modern technology and has not been particularly consistent in maintaining new and innovative approaches to providing distance education opportunities. The University of Saskatchewan is presently interested in pursuing a greater degree of involvement in delivery of distance education programs.

DISTANCE EDUCATION ACTIVITIES - THE UNIVERSITY OF BRITISH COLUMBIA

Report for a meeting of Western Canadian Universities held at
The University of Regina, April 8, 1981

I. Guided Independent Study Programs (correspondence courses)

Traditional correspondence courses augmented by audio-tapes, visual materials and telephone tutoring - administered by the Centre for Continuing Education since 1949.

1. Degree-Credit Courses:

Courses available and under development:

Faculty of Arts: 40 courses

Faculty of Education: 4 courses

Faculty of Forestry: 8 courses (the first in North America)

2. Certificate and Diploma Programs:

Criminology Certificate - for law enforcement and corrections officers

Diploma in Adult Education - courses under development

Certificate in Early Childhood Education - audio-tutorial courses for pre-school and day-care supervisors

3. Non-Credit Courses:

Learning Skills Program - three audio-tutorial courses

Planning for Retirement - a newspaper correspondence course

Free-Lance Writing - correspondence course for writers

II. Video-Taped Programs (with supplementary instructional materials)

1. Degree-Credit Courses:

Fine Arts 125 - History of Western Art - currently available

Forestry 415 - Forest History and Policy - under development

2. Certificate and Non-Credit Programs:

Teaching English as a Second Language - under development

Man and Machines - under development

III. Off-Campus Programs (group instruction)

1. Degree-Credit Courses:

Faculty of Agricultural Sciences - courses with resident faculty offered in cooperation with colleges in the Okanagan, Cariboo and Central Interior

Faculty of Education - courses for practicing teachers have been offered for many years in cooperation with school districts throughout B. C.

School of Nursing - a combined program of on and off-campus courses in cooperation with B. C. Colleges

School of Social Work - a program currently offered in Prince George leading to a BSW degree

BEST COPY AVAILABLE

2. Professional Continuing Education

Off-campus continuing education programs for professional development are offered by the following divisions and faculties:

The Centre for Continuing Education

Division of Continuing Education in the Health Sciences

Faculty of Agricultural Sciences

Faculty of Applied Science

Faculty of Commerce & Business Administration - Executive Programs

Faculty of Education

Faculty of Forestry

DISTANCE EDUCATION AND INTERNAL UTILIZATION OF EDUCATIONAL TECHNOLOGY

A. Distance Education

Newspaper courses

1. Connections: Technology on Trail - CbN, San Diego
2. The Family in Transition - CbN, San Diego
3. Money Matters - University of Manitoba

All of the above were offered on a public service (non-credit) basis.

VTR courses

1. Irrigation Drainage - Masters course brought in from the University of Colorado's SURGE Program

Teleconferencing

1. University of Calgary teleconference equipment demonstrated to interested faculty. However, little interest was shown.

B. Internal Education Technology

In the past month, The University of Lethbridge has purchased a PLATO terminal (costing \$5700) linked to the CDC-PLATO computer at the University of Alberta. Funding has been obtained for a one-year experimental period, after which time a decision will be made whether to become more deeply involved with PLATO (additional terminals, etc.) or not. Currently, line charges to Edmonton plus computer time are costing \$1200/month, and these charges will be a significant factor in the decision.

During the experimental period, usage will be limited to CDC and University of Alberta created programs. That is, it is not anticipated that any locally authored lessons will be created.

At the local computing facility (DEC-System 20) there is a small amount of computer managed (CMI) and computer assisted instruction (CAI). The computing centre supports a general purpose program for the production of multiple choice examinations which is used extensively by several departments. Also, on a independent basis, some instructors use the facility for keeping track of class records, etc. The registrar's and continuing education's entire course registration systems are computerized.

In CAI, the computing centre supports a mathematics drill and practice program to the local school system. However, there is no CAI of University students at The University of Lethbridge.

In the faculty of education, mini computers with peripheral response pads are being used in classroom situations so that student teachers can receive immediate feedback from a class regarding up to 12 teaching behaviours.

C. Barriers to Development

1. Lack of hardware. Will expense justify increase of service to a very limited market?
2. Little interest on the part of faculty to experiment. Do not have time to revise and adjust their teaching methodology.
3. Skepticism regarding the technology as a means to effective learning.

Faculty of Extension
The University of Alberta
DISTANCE EDUCATION ACTIVITY

1. Independent Study Programs - Writing & Communication

In late Fall of 1978, a series of commercially produced "audio-tutorial" courses was introduced in: English Grammar, Speed Reading, Academic Skills, and Vocabulary Development. An additional course, Rhetoric and Critical Thinking was added in 1979, and the Mechanics of Spelling was acquired in February of this year. During this period, 423 students have enrolled in these courses, with approximately 40% out-of-town. Although some have not completed the total program, none have withdrawn or asked for refunds.

2. Agricultural Home Study Programs

The faculty's agricultural division, in cooperation with Alberta Agriculture, offers a series of home study programs each year. The instructional design and production is carried out by Alberta Agriculture, who also provide local seminars and radio and television programs. The Faculty of Extension administers registrations and provides the audiovisual hardware and assistance for local meetings. In 1979-80, there were 4,391 registrations for four programs. Plans are being made to introduce teleconferencing as part of the courses in the next season of programs.

3. Correspondence Programs - Local Government Certificate Program

A series of seven correspondence courses are offered, supplemented by local seminars. In 1979-80, there were 413 registrations.

4. Continuing English Program - SCMO Project

The Continuing English Program is a cooperative program sponsored by the Faculties of Arts, Education, and Extension. The purpose is to provide courses of assistance to teachers of language arts and English. This year, a three-part series on "Stories For Children" was presented in the Grande Prairie-Peace River area as a trial use of the FM Broadcast, SCMO system. Approximately 32 teachers in 10 locations participated. The presentations by Dr. Jon Stott originated in the CKUA Edmonton Studios and were picked up on special receivers supplied by ACCESS Alberta. Responses were received during the presentations through the use of telephone calls. An evaluation is now underway by ACCESS.

5. Economics Program (Macro-Economics)

Dr. Ed Shaffer of the university assisted in the production of 20 TV lessons in Macro-Economics for use on the local educational cable channel. These programs have now been duplicated and sent to two locations in Alberta (Hinton and St. Paul) for local playback. The viewing of the tapes is followed by student discussion with Dr. Shaffer using teleconference equipment. There are 18 students in Hinton and 8 in St. Paul. The course is now at mid-point, and an evaluation will be made at its conclusion.

UNIVERSITY OF VICTORIA
SUMMARY OF
DISTANCE EDUCATION ACTIVITIES
1980 - 81

CURRENT:

1. Satellite - Based Instruction:

Apart from the live interactive (two-way video, one way audio) TV Seminars, Satellite-Based Instructional Packages also include specially designed support print materials, supplementary video-tapes and structured group discussions at field centres.

- a. Fall 1980 - 1½ unit 4th year credit course in Educational Administration (9 centres throughout the province) (48 students).
- b. Spring 1981 - 1½ unit credit course in Public Administration, part of Diploma Program in Public Sector Management. (10 centres) (65 students).

- Professional Development course for Registered Nurses in Nursing Assessment (21 centres in B.C., 4 in Alberta, 160 students)

- c. Fall 1981 (Proposed) - credit courses in Public Administration, Nursing, and support for print-based Social Work credit courses.

2. Print - Based Instruction:

- a. Social Work credit courses delivered in 4 Interior centres, with teleconference and interactive satellite support.

3. Telecourses:

- a. Public Affairs Programming - 2 four-part Telecourses with print-based support.
- b. Public Administration course support with print/face-to-face components.

4. Other Projects:

- a. "Returning to Learning" - a multi-media (print-based) package of materials for the distant learner who is returning to the formal learning process after a lengthy absence.
- b. Research into the Distant Learner and effects of the various media on the adult learner.

APPENDIX E

INSTITUTIONAL REPRESENTATIVES

ATHABASCA UNIVERSITY

Dwight Thomas, Director, Applied Studies
Doug Shale, Head, Institutional Research

UNIVERSITY OF ALBERTA

Jim Shaw, Head, Audio-Visual Communications
Jim Small, Assistant Dean, Continuing Education, Faculty of Education

BRANDON UNIVERSITY

Bruce McFarlane, Director, Continuing Education

UNIVERSITY OF BRITISH COLUMBIA

Audrey Campbell, Program Director, Guided Independent Study Programs

UNIVERSITY OF CALGARY

Sam Smith, Consultant to the Vice President, Academic
Ken Loose, Assistant Dean, Coordinator of Evening Credit, Spring, and
Summer Session Programs, Education Programs
Barry Ellis, Radio and Television, Distance Learning Programs

UNIVERSITY OF LETHBRIDGE

Chuck McCleary, Director, Continuing Education
Mark Sandilands, Coordinator, Continuing Education, Faculty of Arts & Science

UNIVERSITY OF MANITOBA

Terry Morrison, Dean Continuing Education

OPEN LEARNING INSTITUTE

Ronald Jeffels, Principal
Ian Mugridge, Dean of Academic Affairs and Director of University Programs

UNIVERSITY OF SASKATCHEWAN

Glen Haas, Associate Director, Extension Programs Unit

SIMON FRASER UNIVERSITY

Dennis Foth, Director, Extension Credit Programs

UNIVERSITY OF VICTORIA

Glen Farrell, Director, Extension

KNOWLEDGE NETWORK

Kathleen Forsythe, Manager of Learning Systems Development

UNIVERSITY OF REGINA

Lloyd Barber, President
Herb Kindred, Dean, University Extension
Jim Carefoot, Assistant Dean, University Extension
Lyn Goldman, A/Head, Fine Arts & Humanities, University Extension
Larry Hein, Head, Business & Certificate Programs, University Extension

To: Participants in the Regina Meeting

From: Steering Committee, Consortium of Western Canadian
Universities in Distance Learning

Attached is a proposal drawn up by the committee in response to the mandate given it in Regina on April 8th. We would ask that you consider this draft carefully and any modifications to it which you wish to propose.

In order to bring the initiative begun in Regina to the speedy conclusion which was anticipated, we propose the following route and timetable for approval:

1. Report to be mailed to participants in Regina meeting by May 22nd.
2. Provincial representatives to contact others in their own provinces and provide comments by June 5th.
3. Production of final report by June 12th.
4. Consideration of proposal in individual institutions.
5. Meeting of institutions prepared to take part in the establishment of a consortium - Regina, 28th and 29th September. The committee recognises that a consortium will be strengthened by the participation of all institutions but, at the same time, does not feel that such participation is necessary for a consortium to be established.
6. Submission of final proposal to the Committee of Western Canadian University Presidents and, through them, to the Ministers of Education.

Respectfully submitted:

J.B. Carefoot, University of Regina
T. Morrison, University of Manitoba
I. Mugridge, Open Learning Institute
D.G. Shale, Athabasca University
W.A.S. Smith, University of Calgary, Chairman

22/05/81

PROPOSAL FOR A CONSORTIUM OF WESTERN CANADIAN
UNIVERSITIES IN DISTANCE LEARNING

1. Introduction

On April 7th and 8th, 1981, representatives from all but one of the public, degree-granting institutions in Western Canada met in Regina to pool ideas on the provision of degree programmes at a distance in their four provinces. There seemed to be general agreement on the size, complexity and growing importance of the problems associated with this endeavour. The result was that a small steering committee was set up to investigate the establishment of an organization to coordinate western efforts in the area.

The report of this committee follows.

2. Recommendation

The committee recommends the establishment of a consortium of Western Canadian universities to facilitate the provision of degree programmes at a distance.

3. Purpose

The basic purpose of such a consortium is very simple - the coordination of efforts among the public institutions in the four western provinces offering degree programmes at a distance. The organization would promote the sharing of distance education courses based on the information gained from an initial survey of existing and proposed programmes and courses and would pursue the development of mechanisms to facilitate this sharing.

The benefits of a consortium are many. The institutions involved, by effectively pooling their resources, should be able to achieve greater effectiveness in a number of areas - programme enrichment, sharing expertise and personnel, facilitating long-term planning, and increased cost-effectiveness. The disadvantages of not acting together were ably summarised in Regina by the President of the host

3. Purpose continued

university when he noted that, if the participating institutions could not do so, "we'll each spend our limited resources to poor advantage and argue forever about who owns a student and jurisdictional matters."

4. Mechanisms

The precise mechanisms by which the above purpose can be achieved are, of course, impossible to define at this point. It is possible, however, at least to identify the basic methods by which a consortium can become a reality. These are:

- i. the establishment of an information bank to enable all participating institutions to be fully aware of developments, both existing and planned, in the others. This would involve the devising of a consistent reporting format, including the definition of terms which may have different meanings in different institutions, and the provision of the resources needed to establish and maintain the information bank.

Information would be made available in such areas as programme and course development; methods of development, production, and delivery; and existing personnel and their areas of expertise. It is also anticipated that information would be exchanged or such procedures as evaluation of various activities, systems of registration and counting of students for budget purposes, services to students (in particular the problems of providing 'normal' services to students at a distance), and funding of distance learning.

4.
 - ii. the development of a uniform agreement on the terms and conditions of sale of courses, including copyright arrangements, within the consortium. It is clearly desirable that these matters be specified even though participating institutions may not necessarily wish to make identical arrangements for the sale of their courses. An example of specification arrangements is attached as Appendix I.
 - iii. an agreement on the marketing of courses in other jurisdictions within the consortium.
 - iv. clarification of the situation with regard to transferability of courses among members of the consortium. It is clearly desirable that courses be as portable as possible and that perhaps some system of accreditation be established within the consortium.
 - v. arrangements for sharing both expertise and personnel so that members may take advantage of the strengths of others. The committee felt that such arrangements, allied to the extensive exchange of information outlined in (i) above, could be of considerable benefit to member institutions in the avoidance of duplication of effort in developing and delivering programmes. The committee also noted the absence of specific training programmes in distance learning techniques and hoped that sharing of personnel might help to overcome this deficiency and perhaps lead to the establishment of programmes in this area.

The above represent the areas which the committee saw as those where agreement among members of a consortium was most important. It should be emphasized that the committee felt that agreement in some areas will be more difficult than others and thus that it will not be necessary to have agreement in all areas before a consortium can be set up. Further, each member would, of course, be able to decide the extent of its use of the resources of the others and would retain autonomy in deciding such matters as the credit value of a course, its place in the curriculum and tuition fees. But independence in these matters need not preclude agreement in the areas listed.

22/05/81

APPENDIX I

TABLE II: EXAMPLES OF UNIVERSITY AGREEMENTS FOR SALE OR REPRODUCTION OF CORRESPONDENCE COURSES

I. Institutions with a standard agreement form:

University Correspondence Divisions	Fee	Period	Alteration Policy	Liability Policy	Other
Colorado State University	\$500	3 years			
University of Kansas	Specified	4 years	Allows	does not accept	
University of Minnesota	Specified	Specified	Allows with respect to format	does not accept	
University of Missouri	Specified	3 year	no significant changes		Buyer cannot resell; seller may
University of North Carolina Chapel Hill	Specified	Specified	does not allow		Buyer cannot resell; seller may
Penn State University	Specified	Specified			
University of Wyoming	Specified	3 years			
Indiana University	\$600	4 years			

II. Institutions with no standard agreement form:

University Correspondence Divisions	Cost of Reproduction	Cost of Study Guide	Discount
Arizona State University	\$100* for 3 unit course	\$7.00/copy	20% for lots of 30 or more
University of California		varies with course	20% for 10 or more of same course
State University, Fargo, North Dakota	High School & Non-Credit to NUEA members \$100/sem. course		

*The rates quoted are for late 1978.

BEST COPY AVAILABLE



THE
UNIVERSITY
OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

PRESIDENT
and VICE-CHANCELLOR

Telephone (403) 284-5617

6 August 1981

To: All Members of COWCUP

From: N.E. Wagner
Chairman

Re: Report of the Committee to Propose a Western Canadian
University Consortium for Distance Education

The conference call announced in the attached letter from the Chairman of the Committee looking at the possibility of a Western Canadian University Consortium for Distance Education seems to me to be an efficient and sensible way for COWCUP members to stay current with regard to this planning. I suggest that we all try to be available and would underscore the request that alternate telephone numbers be passed along to Sam if any of us are to be away from our University numbers on that day.

Sincerely,

Norman E. Wagner

NEW:rl
Att.

Sent to: All COWCUP members, xc: J.B. Carefoot, T. Morrison, I. Mugridge
and D.G. Shale



THE
UNIVERSITY
OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

ASSOCIATE VICE-PRESIDENT
(Academic)

Telephone (403) 284-6580

1981-07-28

Mr. A.K. Gillmore
Executive Director
AUC
151 Slater
Ottawa, Ontario
K1P 5N1

copy

Dear Mr. Gillmore:

Re: Development of a Western Canadian University Consortium
for Distance Education

At the spring COWCUP meetings, a brief report was presented describing a meeting hosted by the University of Regina at which representatives of western Canadian universities met to discuss the possibility of developing a western Canadian consortium for distance education. That meeting produced a recommendation that the next step be taken in the form of a steering committee to design a specific proposal for such a consortium. As the chairman of that steering committee, I can now tell you that we have met and produced a modest proposal which will be considered by the second Regina meeting on September 28th and 29th.

The point of this note is to let you know that we have arranged for there to be a teleconference call on the afternoon of the 29th of September to all western Canadian university presidents informing them briefly of the outcome of the meeting. We anticipate this conference call requiring no more than 30 minutes and will be pleased to make contact with you wherever you are, should you not be planning to be in your office on that day. If that is to be the case, I would be grateful if you could let me have the telephone number where you could be contacted. We anticipate placing the call at 3:30 p.m. Regina time. We expect that Lloyd Barber will be chairing this short meeting by telephone and hope that you will be able to participate. Failing that, you will have to put up with me.

I hope that we will be able to talk to you on September 29th.

Sincerely,

W.A.S. Smith
Chairman, Steering Committee
Western Canadian University Consortium for Distance Education

WASS/es

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PROCEEDINGS OF MEETING
SEPTEMBER 28 AND 29, 1981 AT
UNIVERSITY OF REGINA

CONSIDERATION OF STEERING COMMITTEE REPORT
REGARDING THE ESTABLISHMENT OF A CONSORTIUM OF
WESTERN CANADIAN UNIVERSITIES TO FACILITATE
THE PROVISION OF DEGREE PROGRAMS AT A DISTANCE

Prepared by:

Jim Carefoot, Assistant Dean
University Extension
University of Regina
REGINA, Saskatchewan

Telephone: (306) 584-4803

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UNIVERSITY OF REGINA
DISTANCE EDUCATION MEETING

BEST COPY AVAILABLE

Agenda Item:

Consideration of draft report of Steering Committee, Consortium of Western Canadian Universities in Distance Learning, May 22, 1981.

Place and Time:

University of Regina, Administration-Humanities Building, Board Room - 5th Floor, Main Campus.

- September 28, 1981 - 1:15 p.m. - Meeting commences
Chairperson - Dr. W. A. S. Smith
- Opening statements
- 3:00 p.m. - 3:15 p.m. - Coffee
- 3:15 p.m. - 4:45 p.m. - Discussion and debate

Evening on own with informal meetings as required.

- September 29, 1981 - 9:00 a.m. - 12:00 noon - Continuation of Monday's session
- 12:00 noon - 1:15 p.m. - Lunch
- 1:30 p.m. - 3:30 p.m. - Wind-up session

Accommodation:

Hotel Saskatchewan - for reservations, call (306) - 522-8972, prior to September 14, 1981.

Parking:

Metered parking, east of Administration-Humanities Building.

Campus map - attached.

For information, contact:

Jim Carefoot, Assistant Dean
University Extension
University of Regina
Regina, Saskatchewan
S4S 0A2

Telephone - (306) 584-4803

Note: It is anticipated that participants can fly or drive in Monday morning and return Tuesday evening.

PARTICIPANTS

Sam Smith	-	Chairman, Steering Committee University of Calgary
Glen Haas	-	University of Saskatchewan
Bruce McFarlane	-	Brandon University
Glen Farrell	-	University of Victoria
Terry Morrison	-	University of Manitoba
Gordon Thompson	-	University of Manitoba
Dennis Foth	-	Simon Fraser University
Mark Sandilands	-	University of Lethbridge
Judy Benson	-	Dept. of Continuing Education, Gov't. of Sask.
Allan Johnson	-	University of Winnipeg
Chuck McCleary	-	University of Lethbridge
Ken Loose	-	University of Calgary
Doug Shale	-	Athabasca University
Robert Smith	-	University of British Columbia
Ron Jeffels	-	Open Learning Institute
Ian Mugridge	-	Open Learning Institute
Stephen Griew	-	Athabasca University
Lloyd Barber	-	University of Regina
Herb Kindred	-	University of Regina
Larry Hein	-	University of Regina
Lyn Goldman	-	University of Regina
Jim Carefoot	-	University of Regina

Functions and Obligations

- 57 - 61

- 4 -

WESTERN CANADIAN UNIVERSITIES CONSORTIUM FOR NON-TRADITIONAL
LEARNING AND DELIVERY

Objectives:

1. Encouragement of member institutions to co-operate with each other in:
 - a) Sharing of information.
 - b) Sale and exchange of course materials.
 - c) Co-ordination of planning of new programs.
 - d) Facilitating the transfer of credit between institutions.
 - e) Encouraging the exchange and secondment of faculty between institutions.
 - f) Developing mechanisms, such as the concept of "credit banks", to maximize student access to University programs and credentials.
 - g) Joint utilization of common course offerings.
2. Encouraging system economies in utilization and distribution of non-traditional learning expertise, and production and delivery facilities between institutions with a view to expanding this search for system economies nationally.
3. Providing a forum for discussion of common problems.
4. Encouraging individual examples of co-operation between institutions, by nominating people who have knowledge and authority to represent their institution in preliminary negotiating, etc.

It is understood that while no institution by joining the consortium faces loss of autonomy, membership implies willingness to co-operate within spirit of their objectives.

AMENDED VERSION

MEETING NOTES

INTRODUCTION

Sam Smith, Chairman of the Steering Committee presided over the sessions and commenced the meeting with a round of informal introductions. Jim Carefoot introduced guest, Judy Benson from the Department of Continuing Education, Government of Saskatchewan and also clarified local arrangements and the unavoidable late arrival of representatives from the University of British Columbia, University of Victoria and Athabasca University. The University of Alberta would not be represented at the table, but was participating in the conference call. Questions regarding the conference call were clarified and it was pointed out that this was an offer by the Trans-Canada Telephone System to demonstrate their services and that it was simply a method of open communication and information for the Presidents of Western Universities regarding the topic at hand, namely; the recommendation of the Steering Committee that "a consortium of Western Canadian Universities to facilitate the provision of degree programs at a distance" be established.

It was decided that the group would tackle the Steering Committee's document item by item. This discussion quickly led to focus on the question, "Why a consortium?"

MONDAY P.M.

Principle question raised regarding consortium -

JOHNSON: What do we mean by consortium?

LOOSE: Need to spell out what we mean in our original statement of purpose.

JOHNSON: Consortium should bring about co-ordination of efforts and provide collaboration so that one best course might be developed to serve everyone.

MORRISON: Not creating a super university, just a method of facilitating co-operation, keeping autonomy intact.

FOTH: What do we have to consort about? Need information bank and an inventory, then we'll see what else we want or need.

S. SMITH: Consortium might co-ordinate course development and delivery?

JEFFELS: Consortium open to misunderstanding. In Alberta, a consortium laid on as a mechanism to prevent unnecessary duplication.

MORRISON: A consortium must imply that members will specify courses which are available for sale and the conditions under which they are available?

JEFFELS: Terms of Reference for consortium should formulate principles, but not detail rules and regulations at this time.

MORRISON: Critical question: Does membership in consortium bind members to provide equal benefits for all?

CAREFOOT: Both buyers and sellers in consortium so not everyone will receive the same benefits.

The buying and selling of courses led to consideration about copyright and it was suggested that 4(ii), Steering Committee Report be amended to read, "the development of an agreement on the terms and conditions of sale of courses, including copyright arrangements and other contractual arrangements, within the consortium".

There was some agreement that items 4(i) and 4(v) are readily dealt with as compared to items 4(ii), 4(iii), and 4(iv), Steering Committee Report. It was decided the items 4(ii)--development of agreements for sale, 4(iii)--agreement on marketing of courses in other jurisdictions, and 4(iv)--transferability of courses amongst institutions needed to be addressed directly.

Comments with respect to development of agreement for sale -

MORRISON: No agreement currently on copyrights. If we had agreement on availability and purchase of courses, then universities could make decisions on expenditure of development dollars for other courses; could purchase or develop, more options available.

JEFFELS: Copyright is a very thorny issue. It rests with institution or author, no uniformity.

HAAS: Even within single institution, various agreements exist concerning copyright and thus availability of courses.

JEFFELS: No institution should be in this business for financial gain. OLI's courses are available for cost of reproduction, plus 20%. Copyright question so complex that each institution will make its own deals.

JOHNSON: There are implications that other universities might buy courses; we might not buy them, but we could then accept them for transfer credit.

MCCLEARY: Is there a danger, if they are very good at it, that OLI or Athabasca may become only production units and just sell courses to other universities?

Comments with respect to marketing of courses in other jurisdictions -

MCCLEARY: In essence, there's nothing that prevents Athabasca students from taking courses anywhere.

MORRISON: Any agreement on this point would bring political comments, but it's difficult to agree on territory; is our mandate provincial or national?

FOTH: Simon Fraser's aim is to attract the best students in the country to its' programs. We're not proposing to abdicate that aim?

S. SMITH: Remember, we're concerned with distance education models here and can we get rid of agreements on the marketing of courses in other jurisdictions and still have a consortium?

LOOSE: Perhaps, if we resolve the transfer of credit matter, marketing becomes less of a problem.

OTHER COMMENTS: There's a difference between enrolling a few students in other courses and marketing courses in other jurisdictions.

SANDILANDS: Institutions are funded on a per student basis. Can we agree not to advertise across provincial boundaries? Consortium could "sub-contract" to provincial universities - be the broker.

Comments with respect to transferability of credits -

CAREFOOT: Student oriented principles:

- (i) a course is a course whether delivered at a distance or not.
- (ii) students want residence credit for courses purchased from other institutions.

MUGRIDGE: The consortium could assure transferability of credit.

At the close of Monday's session, S. Smith asked everyone to more clearly define - what is meant by consortium?, what does it mean to join a consortium?, what obligations does one incur?

TUESDAY A.M.

Glen Farrell, Victoria; Stephen Griew, Athabasca; Doug Shale, Athabasca; and Robert Smith, University of British Columbia, joined the group for the days' discussions.

S. Smith, Chairman of the Steering Committee, started the morning by asking the group to consider:

- (i) who might chair future meetings;
- (ii) whether or not we should meet again informally if the consortium idea fails.

He then entertained the presentation of a paper labelled, "Position Paper #1", presented by Morrison. The one attached was amended slightly from the original.

Comments -

BARBER: A consortium will allow each of us to protect ourselves from a chaotic market. It will permit a specialization of functions. If we don't consort, a monopoly will be created, perhaps in the United States commercial market. Items 1 and 3 - Position Paper #1 permit us to expand and develop our institutions from outside our institutional borders.

GRIEW: We are in a free market. We cannot afford indifference, but do not like use of words like obligation and acceptance as used in Position Paper #1.

BARBER: Sovereignty exists in power to give credit.

GRIEW: Only item of substance in Position Paper #1 is #5; a consortium could be valuable in dealing with transfer credit. Has had bad experiences with institutions like consortium and has reservations about one.

BARBER: We need a facilitating mechanism so that distance education and all its ramifications can keep pace with matters which are not conventional but legal. Stephen Griew at Athabasca lives in an environment where a different convention is accepted. Traditional universities need to develop a focus to be able to relate to that new convention.

JOHNSON: Ideally, in the future, courses offered by institutions in the consortium would carry credit at all member institutes.

GRIEW: Athabasca is in favour of co-operation. Co-operation cannot be institutionalized and thus not in favour of consortium concept. Discussions regarding distance education are abstract, whereas in reality, problems are quite specific and usually require diadic negotiations to resolve. Due to the high cost of distance education, there is only room for one distance education university in Canada. Rather than training faculty for distance education, one needs to locate and utilize talent where it exists.

BARBER: There is no apparent system or institution for co-operation in Canada. It must be developed to provide visibility so that we are not forced to retrench within our borders.

HAAS: A consortium can act as a policy recommending body and present a consolidated position for all universities' benefit.

Following the discussion and comment on Position Paper #1, Griew read a statement which formed a basis for another paper, labelled, Position Paper #2.

TUESDAY P.M.

Position Paper #2 (attached) was introduced and discussion followed:

R. SMITH: Intends to take both Papers #1 and #2 back to University of British Columbia for discussion; was prepared to be an advocate of their position, but had reservations about item 4 - Marketing - Position Paper #1.

JEFFELS: Suggests we conjoin the two documents as a basis for the Terms of Reference for a consortium. Stressed following ---

- advocates all items in both statements.
- no interest in profit.
- primary interest of OLI is in British Columbia.
- agrees to assemble master handbook of available courses by January 31, 1981. Farrell agrees to assist in designing questionnaire and format.
- those who want to joint consortium should, others withdraw.

In preparation for the conference call, Chairman Smith polls the group on the proposal of conjoining both papers.

FARRELL: Paper #1 - item 1 and 2 acceptable, 6 - unacceptable. Feels that the level of analysis should be "program" as opposed to "course". Requests that items 1(f) and 1(g) be added to Position Paper #2.

MORRISON: Supported both papers.

LOOSE: Supported both papers.

CAREFOOT: Supported both papers with reservations on "marketing", clause #4, Paper #1.

GRIEW: Delete clauses 4, 5(2), and 6, Position Paper #1, supports remainder of Position Paper #1, but needs much tighter definition of objectives.

HAAS: Supportive, but with reservations on clause 4, "marketing" and feels existing organizations could perform the information sharing and instruction role functions.

MCFARLANE: Supportive.

FARRELL: Supports Paper #2 with 1(f) and 1(g), added Paper #1 - unacceptable. Will discuss both internally.

FOTH: Consideration only.

BENSON: All of us need to place student in focus. Papers indicate an enabling agreement.

JOHNSON: Supportive with reservations.

MCCLEARY: Supportive.

BARBER: Fully supportive of Position Paper #2. Excellent place to start. Details of other paper need to be carefully worked through.

BARBER: Some time back in dealing with IPCUR - Inter Provincial Committee on University Rationalization - can't help but think of university libraries. Had such a group as proposed now for distance education appear 20 years ago for libraries; how different would the university library system look today.

KINDRED: Institutions around table for most part supportive, but all have their caveats. Very important that meetings don't perpetuate themselves without any resolution.

At this point in the discussion, it was decided to discuss a strategy for enabling recommendations to be properly placed before COWCUP members.

The following was agreed:

1. OLI would prepare a resource directory by January 31, 1982.
2. Terry Morrison will receive adjustments to documents entitled Position Paper #1 and #2 by November 7, 1981.
3. Members of COWCUP on October 21, 1981 will be asked to give direction regarding the proposal in Position Paper #2.
4. Pending direction from members of COWCUP, Glen Farrell may host a February meeting of the group. Jim Carefoot will prepare notes.
5. Notes will be distributed regarding September 28 and 29 meeting.

Conference call -- compliments of Trans-Canada Telephone - 3:30 p.m., Regina time, September 29, 1981.

PARTICIPANTS: Kenny, University of British Columbia; Pederson, Simon Fraser University; Zelmer, University of Alberta; Holmlund, University of Saskatchewan; Farquhar, University of Winnipeg; Perkins, University of Brandon; Namarck, University of Manitoba; Gillmour, AUCC; Barber, University of Regina; Griew, Athabasca University; Jeffels, Open Learning Institute and S. Smith, Chairman, Steering Committee.

Sam Smith reviewed the three meeting history and read the two documents prepared today.

Representatives will obtain an internal reaction from their institutions and asked that the consortium concept be placed on the October 21 meeting of COWCUP. Sam Smith further explained that with or without approval of consortium concept, OLI will prepare State of the Art Compendium. Contingent upon COWCUP direction at October 21 meeting, Terry Morrison will collate a statement of Proposal Paper #1 and #2, based on feedback from institute representatives. Again, pending COWCUP direction, this would form a basis for further planning at a February meeting. With this as background, participants raised questions regarding the definition of distance education, funding for the consortium, potential for outside involvement such as PBS in

the United States and inter-relations with developments in Atlantic Canada.

Comments --

JEFFELS: Pleased with the level of approbation.

S. SMITH: Pleased with reception - participants seemed positive.

There was a sense of knowledge, awareness and interest expressed during the call and we should be confident that our deliberations were not in vain, regardless of the outcome of the consortium recommendation.

PLEASE NOTE: The following notes were prepared without the benefit of a tape and interpreted by myself. I apologize for any inconsistencies or misinterpretations or errors.

Jim Carefoot

ATTENDEES AT RICHMOND MEETING - APRIL 27, 1982

Proposal to establish a Western Canadian Committee on University
Distance Education by Dr. T. R. Morrison, University of Manitoba.

Ken Loose	-	University of Calgary
Amy Zelmer	-	University of Alberta
Doug Shale	-	Athabasca University
Glen Farrell	-	University of Victoria
Ed Anderson	-	University of Manitoba
T. R. Morrison	-	University of Manitoba
Ian Mugridge	-	Open Learning Institute
Ron Jeffels	-	Open Learning Institute
Allan M. Johnson	-	University of Winnipeg
Dennis Foth	-	Simon Fraser University
Colin Yerbury	-	Simon Fraser University
Bruce McFarlane	-	Brandon University
Audrey Campbell	-	University of British Columbia
Roy Wagner	-	University of Saskatchewan
Jim Carefoot	-	University of Regina

PROPOSAL TO ESTABLISH

A WESTERN CANADIAN COMMITTEE ON UNIVERSITY DISTANCE EDUCATION

Dr. T.R. Morrison
Dean
Continuing Education
Division
University of Manitoba
May, 1982

WESTERN CANADIAN COMMITTEE ON UNIVERSITY DISTANCE EDUCATION

Background

In the Spring of 1981, a meeting of representatives of Western Canadian universities was held at the University of Regina to discuss ways and means of cooperating in the field of distance education. In a modest way, this meeting at the University of Regina was held under the sanction of COWCUP. Specifically, Western Canadian University Presidents indicated a shared concern over potential duplication of effort in the field of distance education and were cognizant of the fact that this concern was also being expressed by provincial governments. COWCUP, as a consequence, was interested in being informed, on an ongoing basis, as to the nature of the discussions in relation to distance education being undertaken at Regina.

The meeting at the University of Regina in the Spring of 1981 concentrated, for the most part, on the sharing of information among participating institutions; a "state of the art" review. During the sessions, a number of institutions suggested that the group should, in future, give consideration to the establishment of a more formal cooperative arrangement among Western Canadian universities. To this end, a sub-committee of the Regina group was struck to develop a proposal regarding ways and means of enhancing inter-institutional cooperation in distance education. The membership on this sub-committee included Dr. Ian Mugeridge of the Open Learning Institute of British Columbia,

Dr. Sam Smith of the University of Calgary, Dr. Douglas Schale of Athabasca University, Professor Jim Carefoot of the University of Regina and Dr. T.R. Morrison of the University of Manitoba.

This sub-committee met in Vancouver, hosted by the Open Learning Institute, and developed a "Proposal for a Consortium of Western Canadian Universities in Distance Learning." This proposal was circulated to those institutions in attendance at Regina I with the intention that it should be the focus of a second meeting at the University of Regina in September of 1981.

Regina II

From September 27 - 29, 1981, representatives from all Western Canadian Universities met at the University of Regina to discuss questions of the desirability and feasibility of establishing a Western Canadian Universities Consortium on Distance Education. Initially, the discussion, during this meeting, centered on the proposal developed by the sub-committee but broadened, as the meeting progressed, to include other issues and concerns. In this regard, two further documents were produced during the meeting:

- (1) A proposed statement of Functions and Obligations in Relation to a Distance Education Consortium (developed initially by representatives of OLI and Manitoba Universities);

- (2) A Statement of Objectives for a Western Canadian Consortium for Non-traditional Learning and Delivery (developed by representatives of Athabasca University).

The meeting at the University of Regina was productive to the extent that it clarified a series of critical issues and concerns in relation to which participating institutions would be required to seek some form of policy determination. In general, these issues included the following: the definition of the term "consortium"; the functions and roles of a proposed consortium; conditions governing the role of distance education materials; market jurisdiction and transfer of credit arrangements and procedures.

At the conclusion of the Regina II meeting, a teleconference discussion was held with Western Canadian University Presidents. Following this discussion and further consultations with individual institutions, it was agreed to convene a third meeting of the group in Vancouver. The understanding, at this time, was that those who attended the proposed Vancouver meeting would work toward the establishment of a more formal and ongoing cooperative arrangement in distance education.

The Vancouver meeting was held on Tuesday, April 27, 1982, and was attended by representatives of all Western Canadian Universities.*

* The University of Lethbridge was not represented but their interest in this development remains high.

During the discussions which ensued, it became clear that, while all representatives perceived the need to establish a vehicle to facilitate ongoing cooperation in distance education, the concept of a consortium was found to be inappropriate. This was due, in part, to the various regulatory implications which might potentially be associated with this term. A consensus was achieved, however, on an alternative mechanism: to establish a Western Canadian Committee on University Distance Education.

The bulk of the time of the Vancouver meeting was spent on the development of terms of reference for the proposed committee. These proposed terms of reference, as developed by participants at the Vancouver meeting, are as follows:

WESTERN CANADIAN COMMITTEE ON UNIVERSITY DISTANCE EDUCATIONProposed Terms of Reference

The general rationale for the establishment of this committee is to provide a context in which members can explore ways and means of maximizing student access to post-secondary level studies. In this regard, participating members agree jointly to the following objectives:*

1. The encouragement of member institutions to cooperate in:
 - (a) The sharing of information about program** offerings, program plans, and delivery systems.
 - (b) The sale and exchange of course materials according to the terms and conditions of use as specified by the source institution(s).
 - (c) The planning of new programs and courses.
 - (d) The facilitation of the transfer of credit among institutions and the exploration of mechanisms through which to address other problems of credit transferability.
 - (e) The joint utilization of common course offerings.
 - (f) The exchange and secondment of staff among institutions.

* It is understood that while no institution, by assuming membership in this committee, faces erosion of autonomy, membership implies a willingness to cooperate within the spirit of these objectives.

** Program is used in a broad sense to encompass courses, parts of courses and sequences of courses.

2. The encouragement of economies in the use and distribution among institutions engaged in the development and delivery of distance education.
3. The provision of a forum for the consideration of common problems facing institutions engaged in the development and delivery of distance education.

It should be noted that underpinning these terms of reference is an implied commitment, by participating institutions, to foster and contribute to a spirit of cooperation and joint problem-solving in distance education. In the view of the participants at the Vancouver meeting, the establishment of such a cooperative mechanism will provide not only a sounding board for issues related to distance education, but also institute an ongoing forum in which specific problems can be addressed and potential cooperative development can be undertaken.

All representatives at the Vancouver meeting formally agreed to the proposed terms of reference for the committee. This concurrence, however, does not represent a commitment by those institutions represented at the Vancouver meeting to participate formally in such a committee.

Accordingly, it was agreed that each representative at the Vancouver meeting would seek, using appropriate channels, formal commitment from his/her own university to the following:

- (1) An endorsation for the formation of a Western Canadian Committee on University Distance Education.
- (2) An endorsation of the proposed terms of reference for the above committee.
- (3) The naming by the university concerned of one and not more than two individuals to represent that institution on the proposed committee.

The proposed Western Canadian Committee on University Distance Education would report formally, through its institutional representatives, to participating universities and informally, if called for, through the chairperson, to COWCUP. It is the intention, at this time, to convene at least one meeting per year of the committee. In this regard, it was agreed, during the Vancouver meeting, to convene on October 5, 1982, at the University of Calgary. As an example of the types of issues to be addressed potentially by the committee, the agenda for the October meeting will focus on the following: (1) transfer of credit: current practice and policy; (2) copyright policy and issues in distance education; (3) credit banking; (4) the interrelationship of universities and communications agencies in distance education. A number of members of the committee have agreed to prepare background papers on these issues for the October 5 meeting. The interim chairperson of the proposed Western Canadian Committee on University Distance Education is Dr. T.R. Morrison, Dean of Continuing Education at the University of Manitoba.